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ABSTRACT

The Harnett County (North Carolina) curriculum for academically gifted students in grades K-8 is presented. The program uses a consulting model to extend and enrich the academic curriculum according to students' individual needs. The curriculum guide is designed to be flexible while providing for a standard course of study throughout the school system, and aims to enhance and enrich but not replace the North Carolina Competency Based Curriculum. The curriculum covers language arts (reading, spelling, creative writing, grammar, and research skills), mathematics, field trips, computer skills, and science and social studies. Each content area is divided into learning activities for students in grades K-3 and 4-8. Suggested resources are listed throughout the curriculum guide. In addition, a list of 15 recommended readings for parents, teachers, and counselors is included, along with a list of 11 readings recommended for gifted students. The guide concludes with a chronological historical overview in chart form of gifted education in Harnett County. This oversize chart has been reduced to 8.5x11 size. (JDD)

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Harnett County Schools

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Academically Gifted Curriculum K-8

Philosophy

The philosophy behind the entire process of planning suitable educational experiences for AG students is the belief that AG students need opportunities to use and expand their skills in dealing with significant questions and issues of the day, experimentation and invention and exploration of complex content and ideas which are beyond the established curriculum. These students should be challenged to develop thinking and reasoning abilities which will enable them to make their ultimate contribution to self and society.

How are AG Students Served in Harnett County?

Currently, in Harnett County, AG students are served by using the Consulting Model. In grades K-8, AG students are assigned to one teacher per grade level at each school. The teacher's roster is then completed with non-AG students.

The K-8 teachers who have been assigned AG students at each school have total responsibility for the education of these students. The Harnett County AG program is strictly an academic program in which the basic curriculum is extended and enriched according to the individual needs of the students. Sensitivity is demonstrated to individual AG students whose needs cannot be met by the consulting model.

The teachers who are assigned AG students are provided with additional training in the area of gifted education. Some of these teachers are certified in gifted education by the state of North Carolina or are working toward this certification.

The AG Consultant/Coordinator(s) provide these teachers with extra materials and supplies which are appropriate for each grade level. They are also available for advice and assistance when needed.

AG students in grades 9-12 are grouped in Honors and AP courses with other high achieving students. The consultant/coordinator(s) work directly with the teachers of these courses and are available upon request to any other teachers of AG students.

In addition to working with classroom teachers, the consultant/coordinator(s) administer the program, meet with individual parents and parent groups, plan and deliver inservice programs, oversee annual AG testing, and coordinate with the State Department.

A Message from the Consultants

The Harnett County Curriculum Guide for Academically Gifted Education is the culmination of three years of planning and field research by classroom teachers involved in teaching gifted

students. The guide is flexible to encourage creative expression while being a vehicle for accountability. It provides for a standard course of study throughout the school system. We encourage implementation of the curriculum guide and applaud the efforts of all Harnett County teachers involved in gifted education.

Rebecca Garland (1986-)
Carol Weaver (1986-1989)

Rationale

This curriculum guide was designed to enhance and enrich the N.C. Competency Based Curriculum (in this document hereafter referred to as CBC), not to supplant it. It is understood that AG students need to demonstrate basic skills without extensive repetition. Therefore, enrichment should be used to go beyond "the basics." The suggestions in this guide can be used as an extension of the CBC and as a springboard to additional ideas.

The requirements in this guide are included to create a consistent county-wide curriculum and to exclude duplication of topics and activities at different grade levels. Topics and resources have been organized and are accompanied by practical activities which have been proven successful in classrooms across the county. The organization of this guide should facilitate the ordering of materials and classroom planning. For parents and administrators, this guide readily serves as documentation of a differentiated curriculum for the AG student.

Written and compiled by:

Cathy Batts
Chris Godwin
Pam Godwin
Frances Wortman Hicks
Margaret Jerman
Mariah Rabb
Shirley Ray
Teresa Riley
Beanie Roberts
Anne Marie Steele
Vickie Weaver
Phylis Weeks
Julia Wilkie

Academically Gifted
Enrichment Curriculum

I. Language Arts

A. Reading

(K-3)

1. Student will use adopted basals in sequential, grade appropriate order. Supplementary basals are to be used as higher level materials are needed.

2. The Multiple Skills Series (Barnell Loft, $26.45 for each single level set) will be implemented at the following suggested levels.

   a. Set A and B - first grade

   b. Set C and D - second grade

   c. Set D and E - third grade

3. Student will participate in an individual reading program. (Refer to suggested resource list.)

4. Efforts will be made to extend creative expression and appreciation of various forms of literature.

   a. Development of public speaking skills

   Suggested Activities:

      1) Choral reading

      2) Writing, directing, producing own skits and plays

      3) Classroom talent shows

      4) Oral reports about classmates following interest inventories

      5) Audio or video recording

   b. Heightened awareness of various forms of literature

Suggested Activities:

1) Harnett County Public Library (story lady)

2) Fairy Tale Theater Series available through the Annex (Lillington)

3) Parent/community volunteers for pleasure reading/storytelling

4) Attending theatrical productions when offered locally or within field trip travel range

Resources:

1. S.O.A.R. (Special Outlooks for Advanced Readers) - Permabound
   Unit A - Levels 1 - 2
   Unit B - Levels 3 - 4
2. Alert Reader Library Sundance Publisher
ARL/ Grades 2 & 3 $121.95 (books and cards)
ARL/ Grades 2 & 3 32.95 (cards only)
ARL/ Grades 3 & 4 115.95 (books and cards)
ARL/ Grades 3 & 4 32.95 (cards only)
3. Top Shelf Literature Barnell Loft
   Order according to appropriate reading comprehension level. $13.95 a set
4. Porta-Center Kits Literature Centers
   Engine-Uity, Ltd. $15.00 for each series

(Gr. 4 - 8)
5. Use of required number or more of the following recommended novels for guided study of literary forms at grade level. Novels may be read out of class with periodic in class discussion and activities.

a. Fourth Grade: Trumpet of the Swan
2 are required Sign of the Beaver*NAP053
Island of the Blue Dolphin* NAP030
Incredible Journey*KLP080
Grandfather Tales or Jack Tales

b. Fifth Grade: Sounder*NAP025
2 are required Johnny Tremain*NAP038
Where the Red Fern Grows*KCP030

Freedom Train
Laura Ingalls Wilder Series
*KLP054

c. Sixth Grade: Tom Sawyer*JHC011
2 are required Call of the Wild
Mrs. Frisby and the Rats of NIMH*NAP017
Madeline L'Engle Series*NAP041
C.S. Lewis Narnia Series*PCN111

d. Seventh Grade: The Red Pony*KLP067
3 are required Shane
Fahrenheit 451
Cheaper by the Dozen*JHC020
Death Be Not Proud

e. Eighth Grade: Tale of Two Cities
3 are required Old Man and the Sea
The Hobbit
The Count of Monte Cristo
Gone With the Wind

Suggested Activities for novels:

1 - Guided study

2 - Class/Group discussion

3 - Literary skill development (including: characterization, plot, conflict, climax, symbolism, tone/mood, setting, personification, foreshadowing, irony, theme, style, etc.)

Resources:

Literary Skills, cat. no. McD241, McDonald Publishing Co., Inc., 925 De Mun Ave., St. Louis, MO 63105 $4.95

*Porta-Center Kits, Engine-Uity,Ltd., P.O.Box 9610, Phoenix, AZ 85068 Most at $3.25, Narnia at $21.00

Call of the Wild Teacher's Guide

Reading - A Novel Approach, cat. no. GA529, Opportunities for Learning, as above. $8.95 (how to use a novel)

Treasure Hunt, Good Apple Inc., Carthage, IL 62321-0299

6. Students should complete one biography or autobiography; recommended these be correlated to a figure from country, continent, or area being explored in Social Studies at grade level to avoid duplication from one grade level to next.

7. Students should complete one additional nonfiction book, which may be correlated to research paper.

8. Newspapers should become a regularly used part of the curriculum by sixth grade.

9. Read magazine should be used regularly in grades 7 and 8

Resources:

USA Today (Class Line Edition), Phone:1-800-532-0062 Teacher's Guide with only Tuesday or Wednesday issues

N.C. NIE Foundation, 5 West Hargett St., Suite 1100, Raleigh, N.C. 27602

Sandra Cook at News & Observer, Raleigh

Campbell Haigh at Fayetteville Times, Fayetteville

Read, Scholastic, Inc., P.O. Box 7502, Jefferson City, MO 65102

B. Spelling

(K - 3)

1. Students will be responsible for spelling and proper use of vocabulary as stated in CBC.

2. Acceleration will be provided as appropriate.

Suggested Activities:

a. Curriculum compacting of the state adopted text

1) Pre-test of word list on Monday

2) Incorporate missed words with enrichment list for weekly spelling assignment

b. Enrichment

1) Include subject area vocabulary lists

2) Use advanced basal word lists

Resources:

1) 504 Absolutely Essential Words, Barron's Educational Series, Inc.

2) Barnell Loft - A Prescriptive Spelling Program

Book 1 First
Book 2 Second
Book 3 Third

(Gr. 4-8)

3. Vocabulary development emphasized by substituting grade level vocabulary study for regular spelling work when mastery of regular list words is demonstrated, or teacher judgement warrants it.

a. Fourth and Fifth Grades: Houghton Mifflin Vocabulary for Achievement

Fourth - Introductory Course
Fifth - Course 1

b. Sixth through Eighth Grades: Sadlier Vocabulary Workshop.

Sixth - Level A
Seventh - Level B
Eighth - Level C

(optional additional resources: H.M. Courses 2-5)

C. Creative Writing

(K - 3)

Opportunities will be provided for students to improve communication and composition skills. The natural expression of the thinking process can unfold through creative, descriptive, and technical writing.

Suggested Activities:

1) Keeping personal journals

2) Exposure to / writing / sharing various forms of poetry

3) Writing and producing a newspaper

4) Weekly opportunities for creative writing activities (seasonal/ subject area/ student interest/ story starters/ fantasy ideas/ expression of personal feelings and experiences)

5) Writing, editing, publishing own book

6) Conduct interviews - write an article which features a teacher, classmate, family member, community helper (use for bulletin boards, hall displays, spotlighting the person of interest, compile into a book)

7) Letter writing - friendly letters (penpals), thank-you notes (guest speakers), invitations

8) Code writing - creating codes using numerals, letters, symbols

(Gr. 4-8)

1. At least 45 minutes of creative writing per week, using North Carolina Writing Project Guidelines:
   Brainstorming, Organizing, Rough Draft, Editing, Final Copy (Publication)

2. Mastery of skills for particular writing types at each grade level:

   a. Fourth Grade: Descriptive
      Review - Order ("sequencing" from third)

   b. Fifth Grade: Clarification
      Review - Order
               Descriptive

   c. Sixth Grade: Persuasive
      Review - Order
               Descriptive
               Clarification

   d. Seventh Grade: Point of View
      Review - Order
               Descriptive
               Clarification
               Persuasive

e. Eighth Grade: General Review
Extension into literary patterns

Resources: See 6th and 8th grade teachers at your school for guidelines and specific ideas for activities.

D. English Grammar (Gr. 4-8)

1. Use of diagraming sentences to learn and review parts of speech covered at grade level.

Resource: Hutchinson, Emily. Diagramming Sentences, cat. no. EI2221, Educational Insights, Dominguez, CA 90220 $5.95 (duplicating)

E. Research Skills

1. Teach skills indicated in Harnett County Adopted Guidelines (available from the Central Office) and provide practice in all appropriate subject areas for writing papers for presentation.

2. Skills to be mastered by each grade level:

a. Fourth: Note taking on cards
Use of two to three sources
Production of one page paper

b. Fifth: Note taking on cards
Outlining
Use of three to four sources
Production of two to three page paper

c. Sixth: Note taking on cards
Outlining
Bibliography
Use of three to five sources of three types
Three to five page paper

d. Seventh: Note taking on cards
Outlining
Bibliography
Footnotes
Use of at least four types of sources
Five to seven page paper

e. Eighth: Review of all skills
Six to eight page paper

Additional Language Arts Enrichment Resources:

Cook, Marcy. Think About It, cat. no. 85313 (for Gr.3- Vol. 1, for Gr.4- Vol. 2, for Gr.5- Vol. 3; all included in one notebook)
cat. no. 85317 (for Gr. 6- Vol. 1, for Gr. 7- Vol. 2, for Gr. 8- Vol. 3), Creative Publications, 788 Palomar Ave., Sunnyvale, CA 94086 $27.95 ea. (Language arts problems of the day)

Calliope, cat. no. GA230, Good Apple Inc., Box 299, Carthage, IL 62321 $10.95 (Activity Book - poetry)

Poetry, cat. no. McD243, McDonald Publishing Co., Inc., 25 De Mun Ave., St. Louis, MO 63105 $4.95 (duplicating book - poetry)

You're the Author! From First Draft to Book, cat. no. SB3017, Opportunities for Learning, 20417 Nordhoff St. Dept. 2XTR, Chatsworth, CA 91311 $59.00 (kit)

Blueprints, cat. no. DM-44, Opportunities for Learning, as above. $8.50 (research skills)

Research Workout, cat. no. GA551, Good Apple Inc., Box 299, Carthage, IL 62321 $9.95 (research process)

Research Challenges, cat. no. GA660, Good Apple Inc., as above. $10.95 (ideas)

For the Love of Editing, cat. no. MM900, Good Apple Inc., as above.

Plexers, cat. no. DS07312, Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 $5.95 (word puzzles)

Smith, Richard J. Thoughtful Reading, The Perfection Form Co., 1000 North Second Ave., Logan, Iowa 51546 (workbooks and hard backed teachers edition to use at grades 4, 5, & 6)

Wordbenders and Mindbenders (and others, level sequenced), Midwest Publications, P.O.Box 448, Pacific Grove, CA 93950

Learning from the Lives of Amazing People, cat. no. GA1055, Good Apple, Inc., as above. $9.95

Creative Encounters with Creative People, cat. no. GA623, Good Apple, Inc., as above. $9.95 (mini-biographies with activities for relating to personal lives)

II. Mathematics

(K - 3)

A. Students will complete CBC objectives with vertical and horizontal acceleration.

B. Students will participate in SUPERSTAR, a curriculum enrichment package designed to help students learn problem-solving skills. (See addendum.)

C. Student will have accelerated use of N.C. Math Kit manipulatives for the development of problem-solving skills.

Resources:

1. Thinking Through Story Problems (Workmat Math) Creative Publications - order according to appropriate grade level

2. The Problem Solver, Creative Publications - order according to appropriate grade level

3. Think About It!, Marcy Cook, Creative Publications
Primary Math Volume 1 Grade 1 - 2
Primary Math Volume 2 Grade 2 - 3
Mathematics, A Word Problem a Day

4. Marcy Cook Math Materials, P.O. Box 5840, Balboa Island, CA 92662, Tiling Task Cards $10.00 each pack

5. Mental Math in the Primary Grades, Dale Seymour Publications $8.95

6. A Collection of Math Lessons, Creative Publications, (Burns and Tank) This is a teacher resource which gives ideas for group activities in problem solving.

(Gr. 4-8)

D. Emphasize concept development and mastery of basic skills through:

1. Use of manipulatives in hands on activities at all grade levels

2. Required daily activities in problem solving using Lane County Problem Solving series appropriate to grade level (available from Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 $19.95 ea.
cat. no. JS01407 for Gr.4, JS01408 for Gr.5, JS01409 for Gr.6, JS01410 for Gr.7, JS01411 for Gr. 8, JS01412 for algebra students)

3. Integrated computational skills (teach whole number and decimal processes together; when teaching addition include perimeters, when teaching multiplication include area and volume)

4. Brainteasers - Resources: Super Problems(JS01244), Favorite Problems(JS01234), and Problem of the Week (DS01153) Dale Seymour Publications, as above. $11.95 ea.
Wollygoggles and Other Creatures, cat. no. 30160, Cuisenaire Company of America, Inc., 12 Church St., New Rochelle, N.Y. 10805

5. Word problem solving activities - Resource: A Tangle of Mathematical Yarns, by Joe Kennedy and Diane Thomas, P.O. Box 132, Oxford, OH 45056

6. Extended computation with integers using calculators at sixth grade and above

7. Required weekly estimating - Resource: Estimation Vol. A and B, Dale Seymour Publications, P.O.Box 10888, Palo Alto, CA 94303

8. String art and metric measurement activities

9. Solving spatial relationship problems using Cuisenaire rods and tangrams

10. (Grades 4, 5, and 6) Required to offer SUPERSTAR program to students. (See B. above)

Additional Resources:
Math Lab sequenced series of hands on activities with everyday materials from Action Math Associates

TOPS resource kits, sequenced techniques for prob. solving, from Dale Seymour Publications

Logo (computer program)

North Carolina Math Manipulatives Kit

Spatial Problem Solving with Cuisenaire Rods, cat. no. 61-020-4423, Delta Education, Box M, Math Department, Nashua, NH 03061-6012 (Ph. 800-258-1302) $6.95

From Here to There with Cuisenaire Rods, cat. no. 61-020-3961, Delta Education, as above.

Tangram patterns, Set 164, American Teaching Aids, Covina, California 91722 (1973) - Plastic tangram sets, Stones Southern School Supply, Raleigh, NC

III. Recommended Field Trip Sequencing

A. Fourth: Raleigh (to include Capital, Governor's Mansion, Legislative Building, History and Archives)
- Kenly Tobacco Museum
- N.C. Zoo
- New Bern
- Old Salem
- Town Creek Indian Mounds
- Channel 40 weather station (Fayetteville)
- Planetarium at Fayetteville State University or Pembroke University (Lumberton)

B. Fifth: Raleigh (Natural History Museum)
- Museum of the Cape Fear (Fayetteville)
- Bentonville Battle Ground and Averasboro
- Mining in Apex
- Fayetteville Art Museum
- Old Arsenal (Fayetteville)

C. Sixth: Art Museum, Raleigh
- Shearon Harris Nuclear Plant
- Newspaper
- Carolina Beach State Park and Marine Resource Center (dune study)
- Lillington Water Plant
- N.C. Fish Hatchery (Fayetteville)

D. Seventh: Discovery Place (Charlotte)
- New York City
- WRAL Weather Station
- International Folk Festival, Civic Center, Raleigh
- Raven Rock St. Park (fresh water system)

E. Eighth: Planetarium (Chapel Hill)
- Wilmington (Brunswick Town, Oakdale Cemetery, Ft. Fisher, marshes, N.C. Aquarium, Moore's Creek)
- Shearon Harris Nuclear Plant
- Winston-Salem (Hunter Pub. Co. or Josten's)
- Old Salem

IV. Computer Skills Sequencing

A. K-3: keyboarding skills - PAWS
Care and handling of disks
Parts of a computer
Hands on use of word processor and printer - MECC Writer

Suggested activities:

1. Personalized data diskette for storing creative writing, poetry, and reports

2. Print individual collection of stored information
   a. Booklets

   b. Bulletin Boards

   c. Newspaper

B. Gr.4: Review keyboarding and components of a computer
Load and remove disks
Logo exploration
FrEd word processing

C. Gr.5: Use of a database (Presidents and States)
Continue Logo and FrEd
Where in the USA is Carmen Sandiego

D. Gr.6: Continue database use
Introduction of Science Tool Kit
Word processing with FrEd or MECC Writer
Logo programming
Where in Europe is Carmen Sandiego

E. Gr.7: Continue Science Tool Kit
Introduce Appleworks
Weather Station or Weather Linker
Where in the World is Carmen Sandiego
Introduce telecommunications

F. Gr.8: Continue refining Science Tool Kit
Expand Appleworks
Lego Logo
Construct database
Continue telecommunications

Additional Resources:
Keyboarding - Paws from Microtype

Logo from Logo Computer Systems, Inc., 9960 Cote de Liesse, Lachine, Quebec, Canada H8T 1A1

Science Tool Kit from Broderbund, 17 Paul Dr., San Rafael, CA 94903-2101

FrEd Writer from Central Office, Lillington

MECC Dataquest " " " " (States, Presidents, and World Communities)

Carmen Sandiego series from Broderbund, as above

Oregon Trail (MECC) from Central Office, Lillington

Jenny's Journey " " " " "

Road Rally, USA from Bantam Software, 666 Fifth Ave., New York, NY 10103

Isle of Mem, Science Island, Treasure Hunter, from Grolier

V. Science and Social Studies

(K - 3)

A. Use of CBC objectives, enhanced by vertical and horizontal acceleration.

1. Field trips

a. N.C. Museum of Natural History (Raleigh) Hands on lessons provided by appointment

b. Morehead Planetarium (Chapel Hill) "Space Pioneers" (best suited for 3rd grade)

c. Raven Rock State Park (Lillington) Hands on lessons provided by appointment

d. N.C. Art Museum (Raleigh) guided tours available

e. N.C. Zoo

f. Local areas of interest: public library, police station, town hall, banks, businesses, General Lee Museum (Dunn)

2. Resource people

a. American Indian Heritage - Mr. H.B. Surles (Dunn) and Mrs. Barbara Locklear (Lumberton)

b. N.C. Wildlife Department - Mr. Charles Wayne Miracle (boating safety, snakes, animal life)

c. CP&L Education Division - Toni Parker (Raleigh)

d. Harnett County Public Library - "Story Lady" Jill Gregory (Lillington)

e. Raven Rock State Park (Lillington)

f. North Carolina Heritage - Mr. and Mrs. Joe Lee (Coats), Mr. and Mrs. William Bates (Dunn), Mrs. Marie Salmon (Coats)

Suggested Activities:

Allow students to bring in a guest to speak about areas of study or personal interest.

B. Science and Social Studies will be used as a medium for teaching divergent thinking skills (fluency, flexibility, originality, elaboration) * See The 1st and 2nd Volume of F. Williams Classroom Ideas on resource list.

1. Developing the scientific skills of observation, classification, and categorization using hands on activities.

Suggested Activities:

Classify animals groups

Make collections (leaf/ insect/ rock/ shell/ tool)

Test rock samples (scratch test)

Sort shells (bivalve/ univalve)

Conduct experiments

Use microscope

Graph and chart data

2. Fostering interest in independent study and research skills. Students will need guided instruction concerning proper format of the research process:

locating answers to given questions, determining specific characteristics of research topic, compare/contrast related areas within topic.

a. Identify students' areas of interest

b. Provide appropriate materials: dictionary, encyclopedia, atlas, etc.

Suggested Activities:

Oral/ written reports involving famous people/ places/ animals/ occupations/ customs/ space

Incorporate art projects, public speaking skills

3. Use group work as a means of fostering cooperative learning. Develop communication skills through sharing knowledge, recording data, interacting verbally with an even distribution of leadership.

Suggested Activities:

Brainstorming

Students work with partner or in small group to conduct science experiment and/or research.

Students work in small groups to develop outline and/or project (example: to build adobe village, terrariums, make fossils, etc.)

Resources:

Science in Action, Educational Insights; Complete units of study ($39.95 per kit)
- Plants Grade 1/2
- Simple Machines Grade 1/2
- Weather Grade 2/3
- Rocks and Minerals Grade 3
- Electricity Grade 3

Windows on Science, Creative Publications, Active learning for young children ($9.50 each)
- Seeds and Weeds Grade 1/2
- Rocks, Sand, Soil Grade 3
- Insects and Other Crawlers Grade 1/2

Think About It! Science problems of the day, Creative Publications ($15.95)

Content area reading (Grades K - 2), Educational Insights:

Our Families, Friends, and Neighbors $39.95
Our Homes, Our World, Our Past $39.95

Reading about our world, Educational Insights:

Cities and Towns Grade 2-3 $49.95
World Geography Grade 3 each
American History Grade 3

The First and Second Volumes of Classroom Ideas by Frank Williams

(Gr. 4 - 8) Note: You may not find your grade level under each topic because this guide follows CBC sequencing.

C. Microscopes

1. Fourth and fifth -introduce use and care of microscopes with prepared slides

2. Sixth, 7, and 8 -extend with wet mount and prepared slides.

D. Emphasize use of scientific method

1. Teach the scientific method by using hands on experience to demonstrate each step

a. Fourth - Partner or small group project using Harnett County Science Fair Guidelines for display.

b. Fifth - Project using Harnett County Science Fair Guidelines for display and research paper.

Suggested Activities:

Fourth - Research on branches of science

Fifth - Research on famous scientists

4th and 5th - Students keep a board display on current events

2. Sixth: Invent-America projects
Hopameboatafloata Race
Paper airplane contest
class or team projects for science fair entry

Resource:

Creative Problem Solving: Be An Inventor, cat. no. SB3015, Opportunities for Learning, 20417 Nordhoff St., Chatsworth, CA 91311

Inventioneering, cat. no. GA1019, Good Apple, Inc., Box 299, Carthage, IL 62321-0299

The Unconventional Invention Book, cat. no. GA263, Good Apple, as above.

3. Seventh and Eighth: Actual Experimentation
Individual participation in science fair

E. Living Things:

1. Fourth: Provide enrichment on characteristics of animal groups and how they relate to their environments.

Suggested Activities:

Do extensive research on one animal.

Make a booklet on a certain class of animals.

Make a model of an animal in clay or paper mache

Create habitats for live animals (crickets, butterflies, etc.)

Resources:

Endangered Animals Teaching Unit (3-8), cat. no. 95-2320, Carolina Biological Supply Co. $36.84

2. Fifth: Provide experiments using plants to extend knowledge of photosynthesis, pollination, and fertilization

Suggested Activities:

Make a terrarium.

Use live plants for examination and experimentation. (See addendum.)

Resources:

Science in Action Kit - Plants, cat. no. EI 5214,

Opportunities for Learning $39.95

K-Mart (for live plants)

F. Human Body:

1. Sixth: Examination of raw body parts (fish, chicken, hog) - correlate with egg hatching or art

2. Seventh: Dissection of earthworm and frog

3. Eighth: In depth study of Mendel's research
Survey of family for characteristics (tongue rolling, eye and hair color, ear lobes, etc.)
Building DNA molecules

G. Earth Science:

1. Fourth: Extend through experimentation an understanding of the elements that make up weather

Suggested Activities:

Make a weather station by making instruments to measure rain, barometric pressure, wind velocity and direction

Take a trip to a weather station

Invite a meteorologist to speak

Resource:

4-H Weather Station Booklet, Terri McGowan, Lillington

2. Fifth: Extend the knowledge of the earth through indirect observation of the earth's layers and direct observation of rocks, minerals, soil, and water

Suggested Activities:

Use models, transparencies for indirect observations

Use experiments, rock & mineral collections, soil & water samples for direct observations

Field trip to Natural History Museum new hands-on exhibit of rocks and minerals

H. Ecology:

1. Fifth: Extend the knowledge of natural resources & conservation practices through experiments, research, field trips

Suggested Activities:

"Save Our Sounds" - WRAL (water conservation)
Project Learning Tree

Field trip - Raven Rock St. Park

County Agricultural Extension - soil samples

County 4-H projects

2. Sixth: Soil and water sampling studies
Wildlife Week materials use (write National Wildlife Federation, Washington, D.C. by January)
Project Wild
Food chain simulations

3. Seventh: In depth study of water cycle
Acid rain project (telecommunications)
Voyage of the Mimi
Weatherlinker (telecommunications)

4. Eighth: Owl Pellets (analysis)
Power Debate (Pros and Cons of Nuclear)
Shearon Harris trip

E. Matter and Energy

1. Fourth: Understand the structure of an atom and how it relates to molecules

Suggested Activities:

Make a model of an atom showing neutrons, protons, electrons (use beans, gum drops, styrofoam balls, or marshmallows)

Make diagrams

Research & draw diagrams of particular element(s)

2. Sixth and up: In depth study of atoms and molecules including the Periodic Chart and chemical combining

3. Fourth: Demonstrate comprehension of mechanical energy

Suggested Activities:

Organize a display of simple machines

Find simple machines within complex machines

Make complex machines from simple machines

4. Fifth: Extend study of energy through experiments, projects, and individual student demonstrations

Suggested Activities:

Interview older people about life during the coal and wood eras.

Field trips.

Guest speakers.

Build an energy efficient house from a shoe box (choose materials to insulate; experiment to determine best insulators)

Resources:

5th grade Accent on Science book

4th grade Holt Science book
Kits- Power Switch Energy Edu. Unit
The Power Quiz Energy Edu. Program
from Energy Source Education Council, Program Distribution Office, 5505 East Carson St. Suite 250 Lakewood, CA 90713-3093

5. Sixth and up: Exploratory Unit on Alternative Energy

Resource:

Original unit available on request from M. Jerman, Anderson Creek School

CP&L Education Division, Toni Parker

F. Space and Flight

1. Fourth: Extend knowledge of space through research projects and field trips

Suggested Activities:

Develop a future space colony

Make models of the solar system showing distance & size

Make constellation scope (See addendum)

Trip to planetarium

2. Sixth and up: Construction and use of rockets, hot air balloons, or scale model space capsule

3. Astronomy studies using glow-in-the-dark wall chart, planetarium

4. Use of NASA materials or Naturescope Unit activities

Additional Resources:

Systems and Functions of the Human Body, McD750, McDonald Publishing Co., Inc., 925 De Mun Ave., St. Louis, MO 63105 $9.95

The Science Book, by Sara Stein, Workman Publishing Co., 708 Broadway, New York, NY 10003 (also from Carolina Biological)
Physical Science, ISBN 0870659642, Globe Book Co., Cambridge workbooks and text

Introduction to General Science, ISBN 0870659693, Globe Book Co.

Blood and Guts, A Working Guide to Your Own Insides, Little, Brown and Co., $5.95 ISBN 0316034438 (one in a series)
From Carolina Biological: Investigating Nature Through Outdoor Projects, Living Wonder Kits, Peterson Field Guide (Series), Creative Hands on Science Experiences, Periodic Element Chart, Beginner Rocket Kit, Acid Rain: Science Projects, How to Dissect, Extraordinary Origins of Everyday Things, DNA Science: A First Lab Course in Recombinant DNA Technology-
Microscope set with dissecting kit, cat. no. 95-3754, $260.00
Folding thermoplastic hand lens, Adventures with a Microscope, Adventures with a Hand Lens, Molecules and Atoms (cassette and books)

Body Systems, cat. no. MDS103, Milliken Publishing Co., St. Louis, MO

Simple Chemistry, cat. no. MDS109, Milliken Publishing Co., as above.

Audubon Encyclopedia of Animals, Grade 4

From Opportunities for Learning (Dept J68): Science in Action Kits ($39.95 ea.): Weather (EI5211)- Fourth, Simple Machines (EI5212)-Fourth, Plants (EI5214)-Fifth, Rocks and Minerals (EI5210)-Fifth; kits at $96.00 each What Rock Is It? (075794)-Fifth, What Mineral Is It? (SR2750)-Fifth, with supplies for whole class

From Engine-Uity, Ltd.: Mini-Center Kits ($3.95 each): Atoms and Molecules (MCX 026), Weather Phenomena (MCX 023), Nature's Survivors (MCX 025), Endangered Species (MCX 027)

Who Says You Can't Teach Science Creative Learning for Gifted and Talented, cat. no. 639-GS-9, Transtech (scientific method for K-6) $7.99

So You Want to Do a Science Project Creative Learning for Gifted and Talented, cat. no. 490-GS-9, Transtech (science projects) $10.99

Invent-America project materials, United States Patent Model Foundation, Court House Square, 510 King Street, Suite 420, Alexandria, VA 22314, (for all grade levels)

G. Social Studies - 4 through 8

1. Fourth: Provide enrichment in study of N.C, geography, history, and government with emphasis on:
   - Geography
   - Map skills
   - Citizenship
   - Government
   - Problem solving skills using Bloom's Taxonomy

Suggested Activities:

Letters to Chamber of Commerce in counties, cities, or states for materials

Folk Art, visit Folk Mont in Murphy, N.C.

Read N.C. ghost stories and Jack Tales

Do projects on Light Houses

Use current events

Do community service projects

Make N.C. Booklets

2. Fifth: Provide enrichment in the study of the Western Hemisphere with emphasis on:

Geography
Map skills
Citizenship
Government
Comparisons of countries in the Western Hemisphere
Problem solving skills using Bloom's Taxonomy

Suggested Activities:

Letters to Embassies of Latin American countries and Canada for information and pamphlets

Create a travel brochure on chosen country to present to class

Create products map of a country

Bring in speakers - slide presentations of countries

3. Sixth: Provide enrichment in study of civilization,Europe and the Soviet Union with emphasis on:

Geography
Map skills
Citizenship
Government
Problem solving skills using Bloom's Taxonomy

Suggested Activities:

Use Talking Rocks simulation game with early civilization studies (available from Simile II, 218 Twelfth Street, P.O. Box 910, Del Mar, CA 92014)

Use weekly "Window on the World" independent investigations (See addendum)

Study mythology

Do interdisciplinary Pottery Unit (may use bread dough or paper mache)

Do oral presentations on any related topic

Hold a Middle Ages Day (See addendum)

Use Encounter lessons (available from Trillium Press)

Use group reasoning

Use mock trials of fairy tale characters in study of law (example: Try Goldilocks for breaking and entering, larceny; followed or preceded by discussion of principles involved)

Write to European or Russian penpals

Use almanac and computer to review European locations (Carmen Sandiego)

Do in depth study unit on World War I and II

Use Culturgrams

Do interdisciplinary study of architecture

Bring in speakers

Do community service projects

Do in depth study of country of choice, present findings to class

Teach simple words and phrases in foreign languages

4. Seventh: Emphasize CBC goals during study of Asia and Africa

Suggested Activities:

Design tour guides of countries

Contact Embassies and travel agencies for information

Do oral presentation on any related topic

Do in depth study of Japanese feudal system (may compare to European studied last year), drama, and/or Perry opening Japan to the Western world

Explore African folktales

Write to African or Asiatic penpals

Do interdisciplinary mask study unit

Do current events studies

Compare Chinese communism with democratic demands of students

Do community service projects

Study family structures in China and Japan and contrast

Study the caste system in India

Do study of architecture in Asia and Africa

5. Eighth: Emphasize CBC goals during study of North Carolina

Suggested Activities:

In depth study of N.C. folktales and ghost stories

Set up a state government

Use oral presentations on any related topic

Hold mock trials

Research famous North Carolinians

Do N.C. creative project (model, diorama, homespun material, dipped candles, scale model town, etc.)

Do community service projects

Participate in N.C. History Bowl

Do grave yard study, rubbings, cataloging

Do in depth study of local government

Become an expert on a county, create related presentation to class

Set up an in-class N.C. town

Additional Resources:

Creative Problem Solving: Planning New Worlds, cat. no. SB705, Opportunities for Learning Dept. 2XTR, 20417 Nordhoff St., Chatsworth, CA 91311 (kit) $85.00

Berry, Jay. Every Kid's Guide to Laws That Relate to School and Work, Children's Press, 5440 North Cumberland Ave., Chicago, IL 60656 $8.45

Discovering Our Heritage, Dillon Press, Inc., 242 Portland Ave. South, Minneapolis, MN 55415 $12.95 Set of books: Brazil, Canada, Nicaragua

The Geography of the US, Society for Visual Education, Inc. 1345 Dwersey Parkway, Chicago, IL 60614 (8 color filmstrips, 8 cassettes, skill sheets and guide - $259 for set, or $35 each)

Visual Geography Series, Lerner Publishing Co., 241 First Ave. North, Minneapolis, MN 55401 $9.95 each Argentina, Bolivia, Chili, Colombia, Cuba, Dominican Republic, Ecuador, Haiti, Jamaica, Nicaragua, Venezuela, Panama, Paraguay, Peru, Puerto Rico, Uruguay, and Venezuela

Resources for Understanding Gifted Children

Recommended reading for parents, teachers, and counselors:

Webb, Meckstroth, and Tolan. Guiding the Gifted Child, Ohio Psychology Publishing Company, 131 North High St. Suite 300,Columbus, Ohio 43215, 1982.

Kerr, Barbara. Smart Girls, Gifted Women,Ohio Psychology Publishing Co., as above, 1985.

Schmitz and Galbraith. Managing the Social and Emotional Needs of the Gifted, Free Spirit Publishing Co., 123 No. Third St. Suite 716, Minneapolis, MN 55401, 1985.

Radencich and Schumm. How to Help Your Child with Homework, Free Spirit Publishing Co., as above, 1988.

Saunders and Espeland. Bringing Out the Best, Free Spirit Publishing Co., as above, 1988.

Adderholdt-Elliott. Perfectionism: What's Bad About Being Too Good, Free Spirit Publishing Co., as above. (excellent reading for gifted students, too)

Schmitz and Hipp. A Teacher's Guide to Fighting Invisible Tigers, Free Spirit Publishing Co., as above. (stress management for students)

Russell, Hayes, and Dockery. My Child Is Gifted! Now, What Do I Do?, The North Carolina Association for the Gifted and Talented, 1985. (includes an excellent bibliography of additional sources)

Erlich, Virginia. Gifted Children, A Guide for Parents and Teachers, Trillium Press, P.O. Box 209, Monroe, NY 10950, 1985.

Gallagher and Courtright. The World Council's Annotated Bibliography of Works in Gifted Education, Trillium Press, as above.

Bagley and Hess. 200 Ways of Using Imagery in the Classroom, Trillium Press, as above.

Plum, Lorraine. Flights of Fantasy, Good Apple, Inc., Box 299, Carthage, IL 62321, 1980.

Does This Mean My Child's a Genius?, McGraw Hill, New York, 1981.

The Other Side of the Report Card, Scott Foresman, 1975.

When Your Child Drives You Crazy, St. Martin's Press, 1985.

Recommended reading for gifted students:

Cradles of Emminence, Little, Brown and Co., 1962

Hipp, Earl. Fighting Invisible Tigers, Free Spirit Publishing Co., 1985. (stress management)

Delisle and Galbraith. The Gifted Kids Survival Guide II, Free Spirit Publishing Co. (also the original Gifted Kids Survival Guides by Judy Galbraith for Ages 10 & under or Ages 11-18) (tools for thriving and surviving)

Delisle, James. Gifted Kids Speak Out, Free Spirit Publishing Co., 1987. (sharing how it feels to be gifted)

Barrett, Susan. It's All in Your Head, Free Spirit Publishing Co., 1987. (understanding and boosting how the brain works)

McCutcheon, Randall. Get Off My Brain, Free Spirit Publishing Co., 1986. (fighting boredom and underachievement)

Adderholt-Elliott. Perfectionism, Free Spirit Publishing Co. (setting realistic goals; recognizing trouble signs and getting help)

Drew, Naomi. Learning the Skills of Peacemaking, Free Spirit Pub. Co. (for primary/elementary - an activity guide to build social skills)

Palmer, Pat. The Mouse, The Monster and Me, Free Spirit Pub. Co. (assertiveness training for primary/elementary)

Palmer, Pat. Liking Myself, Free Spirit Pub. Co. (primary self-esteem)

Erickson, Judith. Directory of American Youth Organizations, Free Spirit Pub. Co. (contact source for youth with similar interests)

HARNETT COUNTY
WRITTEN PLAN FOR THE EDUCATION OF GIFTED STUDENTS
(Chronological Historical Overview)

	ORIGINS	PRE-1986	1986-1987	1987-1988	POST-1988	REASONABLE GOALS
PHILOSOPHY		A written statement of the philosophy and guiding principles for the Academically Gifted (AG) Program is developed	———	The written statement of the philosophy and guiding principles for the AG Program is revised and submitted for adoption	———	———
WRITTEN PLAN		A description of the Harnett County Program for Academically Gifted (AG) Students is developed	A projected written plan projecting from the present to the future is drafted by the consulting teachers and an outside consultant	The written plan is finalized by consulting teachers in conjunction with other individuals and groups, is approved by the Harnett County Board of Education and is reviewed and updated annually. A copy of the plan is placed on file in all local schools and with the Division for Exceptional Children, State Department of Public Instruction	———	———
IDENTIFICATION	Identification of gifted students is conducted according to state recommendations	Identification of gifted students is conducted according to state rules and regulations	Identification of gifted students is conducted according to state procedures	———	———	———
PROGRAM OPTIONS		AG students (grades K-3) in most schools are served in the regular classroom with consultation provided by the AG teacher who serves grades 4-8 AG Students (grades 4-8) in most schools are "pulled out" and grouped for general enrichment or AG Language Arts/Math	Principal groups AG and high achieving students (grades K-8) in certain classrooms at each grade level in all schools, with a selected classroom teacher	———	———	———
	AG students (grades 9-12) in most schools are grouped for AG English Acceleration in the form of grade skipping for specific subjects only, grade skipping for an entire grade or grades, or taking special courses of study within Harnett County and in other locations as well (including Advanced Placement) is available on an individual basis when the student's needs are such that they cannot be met by more conventional program options	AG students (grades 9-12) are grouped with high achieving students for honors English Needs of AG students who are exceptional in other ways e.g. handicapped, are accommodated	AG and high achieving students (grades 9-12) are grouped in honors courses at each grade level with a selected classroom teacher in all schools	———	———	———
CURRICULUM	Curriculum for AG students which emphasizes higher level thinking skills is provided in some schools via enrichment classes (not matched to the curriculum) or in AG Language Arts classes	Curriculum for AG students is based upon the Harnett County Designs in Language Arts and Math in conjunction with Gifted Exploration (a preliminary curriculum guide) for each grade level modified to meet the needs of AG students with regard to higher level thinking skills in Language Arts and Math Opportunities are provided for AG students to become involved in AG activities beyond the local classroom, e.g. Odyssey of the Mind, Quiz Bowl, writing competitions, etc. and beyond the county, e.g. Governor's School, North Carolina School of Science and Math, etc.	Curriculum for AG students is based upon the Basic Education Program for each grade level modified to meet the needs of AG students with regard to higher level thinking skills in each area of demonstrated ability (Language Arts, Math, Science and Social Studies) Opportunities are provided for AG students to become involved in AG activities beyond the local classroom, e.g. Odyssey of the Mind, Quiz Bowl, writing competitions, Summerquest (a residential summer program at Campbell University), etc. and beyond the county, e.g. Governor's School, North Carolina School of Science and Math, etc.	———	Curriculum for AG students is based upon the Basic Education Program for each grade level modified to meet the needs of AG students with regard to higher level thinking skills in each area of demonstrated ability (Language Arts, Math, Science and Social Studies) with additional goals to be identified and curricula to be developed to meet these goals at various grade levels, (e.g. communications skills, independent research skills, affective development, etc.) These curricula will be sequential in nature	———
AG PERSONNEL	A limited number of qualified teachers, with North Carolina certification in AG, provide services to AG students (K-12). Some of these teachers serve several schools	———	Classroom teachers to serve AG students at each grade level (K-12) are selected by the principal One classroom teacher in each school (K-8) is chosen to serve both as a classroom teacher and as a consultant to other classroom teachers Two consulting teachers with North Carolina certification in AG and a Master's Degree provided county-wide support to all teachers, principals, other administrators and parents (K-12) for AG	Classroom teachers to serve AG students at each grade level (K-12) are selected by the principal and have begun the Harnett County Prescribed Program in AG (or more), some of these teachers have North Carolina certification in AG Lead teachers are to be selected by the principal and AG personnel based upon content mastery, demonstrated teaching success, and willingness to work toward North Carolina certification in AG	Classroom teachers to serve AG students at each grade level (K-12) are selected by the principal and have completed the Harnett County Prescribed Program in AG (or more), some of these teachers have North Carolina certification in AG ——— Consultants/Coordinator(s) with North Carolina certification in AG, a Master's Degree and a Supervisor's Certificate, at the Central Office level provide county-wide support to all teachers, principals, other administrators, and parents	Classroom teachers to serve AG students at each grade level (K-12) are selected by the principal and have North Carolina certification in AG Lead teachers are to be selected by the principal and AG personnel based upon content mastery, demonstrated teaching success, and North Carolina certification in AG ———
SUPPORT SERVICES	The services of school counselors, media specialists, and school psychologists are available to support the needs of AG students	———	The services of school counselors, media specialists, and school psychologists are more fully utilized to support the needs of AG students	———	———	———
STAFF DEVELOPMENT	Inservice opportunities in content areas are supported	Inservice opportunities in AG within Harnett County and in other locations are supported	Inservice opportunities in AG include providing the Harnett County Prescribed Program in AG, yearly inservice activities and funding to support continuing education outside of the county	———	———	———
				Principals, school counselors, media specialists, and school psychologists are invited to appropriate inservice programs	Inservice programs designed specifically for principals, school counselors, media specialists, and school psychologists are provided	All principals, school counselors, media specialists, and school psychologists have completed a version of the Harnett County Prescribed Program in AG that was developed specifically to meet their needs
RECORD KEEPING		Records on AG students are kept at the local school with duplicate copies at Central Office	———	Records on AG students are kept at the local school with duplicate copies at Central Office and, with necessary information, automatically routed to the AG Office	———	———
ASSESSMENT OF STUDENT NEEDS	Sensitivity is demonstrated to individual AG students whose needs are not being met by available programs	———	———	A formal mechanism is developed for determining when the program is not meeting the needs of individual AG students	———	———
FUNDING	Some funds are budgeted for the basic needs of the AG Program, e.g. textbooks, teaching supplies, material and equipment	Adequate funds are budgeted for the basic needs of the AG Program	———	In addition to adequate funding for the basic needs of the AG Program, additional funds are provided for special needs, e.g. computer hardware, summer program, etc.	———	———
	Some funds are budgeted for staff development in AG	———	Specific funds are budgeted for staff development in AG	———	Additional funds are budgeted for staff development in AG	———
				Develop the ability to seek and acquire additional funds from outside sources, e.g. grants, federal funds	———	———
COMMUNITY AWARENESS/PARENT INVOLVEMENT			Some of the human and physical resources of the community are surveyed and coordinated to support the AG Program	The human and physical resources of the community are surveyed and coordinated on a greater extent to support the AG Program	———	———
		Non-structured, parent and community involvement in the AG Program is supported	Parent and community involvement in the AG Program via PAGE and other groups, is supported	———	———	———
		Communication among teachers, parents, and school administrators is part of the annual review process	Information about the activities of the AG Program is communicated to students and parents via the AG Newsletter, direct mail, meetings with individuals and groups of parents, and with the community via news releases	———	———	———
PROGRAM EVALUATION		The AG Program is assessed informally with the aid of teachers, administrators, parents, School Board Members, students and outside personnel	Annual assessment of the AG Program is conducted with the help of teachers, administrators, parents, students, and outside consultants, results are shared with appropriate individuals and groups	Program Quality Evaluation (PQE-G) of the AG program is conducted according to state guidelines	The Three Action Plan resulting from PQE-G is implemented	———

Developed by Rebecca Garland and Carol Weaver, Consulting Teachers for Gifted Education, Harnett County Schools
in consultation with Lyn Ashbrook, Ph.D., Meredith College, 1987
For more information contact the AG Department, Harnett County Schools, P.O. Box 1909, Lillington, N.C. 27546, (919) 893-8151

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